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ABSTRACT

This year-long assessment project grew out of a need to establish an authentic assessment program (intermediate and terminal, formative and summative) as students entered the secondary grades. The project provided a framework for skill lessons correlated to the state (New York) curriculum and the textbook, which continued throughout the year, provided motivation, and encouraged students to take their learning activities beyond the school. The project includes introductory lessons on a series of research skills that are often overlooked in textbook skill lessons. The skills include interviewing sources, requesting interlibrary loan material, using bibliographic indexes to locate a subject or name, working with micropublications, preparing graphs, retrieving information from databases, working with primary sources, and creating maps. Students are required to demonstrate the application of these skills for an immediate evaluation and to see how the cumulative effect of the skill applications leads to a complete product. (BT)

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ED 437 307

THEIR STORY, OUR STORY, HISTORY

AN AUTHENTIC ASSESSMENT PROJECT

FOR EARLY SECONDARY U.S. HISTORY CLASSES

DEVELOPED BY

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VICTOR JUNIOR HIGH SCHOOL

VICTOR, NEW YORK

1997

SO 031 069

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USAGE CONSIDERATIONS

This year-long assessment project grew out of a need to establish an authentic assessment program; intermediate and terminal, formative and summative; as students entered the secondary grades. It also provided a framework for skill lessons, correlated to the state curriculum and the textbook, which would progress throughout the year, provide motivation, and encourage students to take their learning activities beyond the school.

The project includes introductory lessons on a series of skills which are often overlooked in skill lessons included in textbooks. Students are required to demonstrate the application of these skills for an immediate evaluation. Students can also see how the cumulative effect of the skill applications leads to a complete product.

Two exercises, which are alike in that they ask the student to apply logic and reasoning, provide the student an opportunity to generate new knowledge simply by applying inductive and deductive reasoning to textbook material. The student can see that additional information for the final product can be generated in ways other that traditional research; and in situations where references may be difficult to obtain. The logic and reasoning exercises are presented as both a skill and a safety valve.

A growing number of mid-year transfer students required another safety valve in this project. Students who enter the school and the program, sometimes just weeks prior to the end of the year, need another means of demonstrating their ability to apply knowledge in an authentic situation. Yet, the alternate assessment needed to be shorter than the regular program while involving many of the same skills. The oral history project provides that opportunity. The relatively less complicated project, with a large oral component, is also useful in providing modifications required by Special Education students with Individualized Educational Programs (IEP) or Section 504 (Americans with Disabilities Act) plans.

Any dates stated in the following pages are arbitrary and relate to the years this plan was actually used prior to publication. However, they give future users an idea of the time frame. They represent due dates two to four weeks prior to the end of classes which allows time for grading/assessment as well as the end of year motivation sometimes needed to persuade students to make a final, albeit late, push to complete course work.

The rubrics (grading criteria) are also arbitrary. They represent a departure from the usual matrix rubrics thus eliminating redundant statements which confuse students and sometimes allow them to opt for a mediocre path to success. More than that, they provide for the granting of partial credit and the fine gradations required by the school district in which they were used. They refer to a four point system which had to be converted to a 100 point system in a school with divided policies. In fact, any set of evaluation criteria, by any name, could be used as easily.

NAME_____PERIOD____

CEMETERY VISIT
AND
REAL LIFE INFORMATION SHEET

With this exercise we begin gathering the information you will need to complete Part I of your Final Examination for Social Studies 8. When you have gathered the information needed you will turn in that information which will be saved for you in a portfolio. You will be gathering information; taking notes; finding illustrations; producing graphs, charts, and tables; consulting and producing maps; and jotting down ideas at regular intervals throughout each marking period. Each exercise within a marking period will be evaluated separately and contribute to your overall marking period grade. Grades will be from 1 through 4.

During the Fourth Marking Period you will be given your portfolio to use in producing your finished product. When you turn in the finished product you will also need to turn back the portfolio as part of that graded exercise.

As you progress through the course this year several questions may come to mind. What has all this to do with me? What difference did these events make to folks in my town? How were the members of my family, or their friends and neighbors, caught up in what I am studying? As you complete this exercise, and those that follow, you will be working on your Final Examination. You will also be producing a final product which should help answer the questions above.

The first thing you need to do is identify a person who lived during the time of our course work. Later you may need to identify that person's children, spouse, or friends. For now you need to do the following:

1. Go to a cemetery in the Towns of Victor or Farmington.[1] Find a tombstone for a person who lived a long life and would have been an adult (over 16) after 1865 and before 1900. They do not have to have been alive in 1865 nor do they have to have died right at 1900. (For example, a person born in 1850, who died in 1890, would qualify. Likewise, a person born in 1875, who died in 1920, would qualify.)

2. Photograph the tombstone so that the writing can be read.

3. Complete the attached information sheet.

4. Meet the deadline established for completing this exercise.

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[1]Ontario County, NY.

NAME_____PERIOD____

CEMETERY VISIT
AND
REAL LIFE INFORMATION SHEET

Name of Cemetery:_____

Location of Cemetery:_____
[This must be very specific.]

Name of person whose tombstone was selected:_____
_____

Briefly explain why you chose this stone and this person:

_____
_____
_____
_____

Are there other family members of your selected person in the cemetery? Yes____ No_____ If "yes," who are they?

Spouse:_____

Child:_____

Child:_____

Child:_____

Child:_____

Father:_____

Mother:_____

[It will be easier for you later if you can identify the family members of your chosen person, whether or not they are in the cemetery you visited.]

Is there additional information on your selected tombstone, or on those of a family member, in addition to the usual names and dates?

_____
_____
_____

NAME_____PERIOD____

CEMETERY VISIT
AND
REAL LIFE INFORMATION SHEET
GRADING CRITERIA (RUBRICS)

OVERALL GRADE

_____ 1. A cemetery in the Towns of Victor or Farmington (or acceptable alternate) was visited, and a person's tombstone identified and selected.

Acceptable alternates include:

a. A cemetery where a member of your own family is buried. You are encouraged to work on your family history. In this case one of your parents must certify that you are working on family history.

b. A cemetery close to the borders of Victor and Farmington. (Bushnell's Basin, for example.)

_____ 2. The information sheet on the person selected, the stone, and the visit was completed. For credit the information sheet must be completed legibly, in ink, without stray marks, art work, spelling errors, or more than one fold.

_____ 3. A readable photographic print of the tombstone selected was submitted. (If necessary, this can be submitted later for an increase in the grade.)

_____ 4. All parts of this exercise were completed by the deadline set.
The deadline was _____.

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

Part of your Final Examination this year will include a final report linking what you have learned in class, and from your text book, to the lives of real people. Those people may be from your own family or from your community.

To make a good report you will need to use some research skills common to the Social Studies and History. Your experiences using those skills, including what you do and what you find, will be part of your Fourth Marking Period evaluation (grade). They will also be part of your Final Exam grade since you will include what you find in your final report which will equal half of your Final Exam grade.

When you complete one of the skills listed below you will submit evidence of your experience with a report which will go in your Final Exam Portfolio. You may use a skill many times but you need to prove it only once. Also, you may use the skill and find nothing. Scientists do that all the time and the reports take that into account. If you use skills, and find nothing too many times, however, you may be asked to repeat some skills!

Your total skills experiences will be evaluated as one "test grade" in the Fourth Marking Period. However, you will have the entire year to earn this "test grade." You should complete a few experiences each marking period. However, they will only be counted in the Fourth Marking Period.

Successful completion of each of the following Research Skills Experiences will give you 0.50 points. Fully completing at least 7 experiences on time will result in a skills "test" grade which rounds to "4" in the last Marking Period. <u>After May 1, the highest grade possible will be a "3" regardless of points earned</u>.

_____1. Conduct an oral interview and tape record it. The tape must be submitted for your portfolio. To receive full credit you must complete an Interview Report for your portfolio prior to May 1.

_____2. Order a book (or other appropriate material) using an Interlibrary Loan system. To get full credit you must:

a: submit a completed copy of the loan request form for your portfolio,

b: request the book,

c: bring in a copy of the title page of the book (or other material) or a copy of a notice stating that the request could not be filled,

d: attach the above items to an Interlibrary Loan Report submitted for your portfolio prior to May 1.

[You may use any Interlibrary Loan system available to you. Good ones in the area include the Ontario Cooperative/Pioneer Library Systems of the public libraries, the BOCES system[1] used by the Junior High Library Media Center, and the OCLC system used by college libraries.]

_____3. Use a subject or personal name index to locate information. Acceptable indexes include the name indexes to the local history publications available in the Junior High. You may also use indexes to periodicals such as *Civil War Times, Illustrated*. There are many other good indexes. When in doubt, ask! To receive full credit you must submit a Subject/Name Index Report for your portfolio prior to May 1. <u>You can not use the same resource for this requirement that you use for the electronic data base requirement</u>.

_____4. Use a micropublication such as microfilm or microfiche and retrieve useful information from it. To receive full credit you must submit a Micropublication Report for your portfolio prior to May 1.

_____5. Use numerical data to create a graph which will be included in your final report.

a: The graph can be used to make any point on any subject.

b: Any type of graph is acceptable: bar, circle, line, etc.

c: Graphs may be computer generated and you are encouraged to do that.

d: Graphs may be three dimensional.

e: All pieces, axes, etc. must be clearly labeled and the graph must make a real point.

f: To receive full credit you must submit a Graph Report together with a copy of your finished graph, clearly labeled, for your portfolio prior to May 1.

_____6. Retrieve information from an electronic data base. To get full credit you must complete a Database Retrieval Report and submit a copy for your portfolio prior to May 1. Electronic data bases may include such things as a newspaper index (available at the Junior High Library Media Center), a census record, etc. <u>For the purpose of this exercise acceptable databases do not include on-line library catalogues</u>.

_____7. Use at least one primary source in your final report. To receive full credit you

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[1]BOCES: Board of Cooperative Educational Services; the intermediate district units of New York State.

need to complete a Primary Source Report for your portfolio prior to May 1, submit your notes on the source, and include the information from the Primary Source in your final report.

_____8. Construct a map which illustrates a point you wish to make in your final report. You may use a published outline map, such as those used in class, and show information on it. You may also use computer generated maps. To receive full credit you must complete a Map Report form for your portfolio and submit the map prior to May 1.

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

INTERVIEW REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. Who did you interview?_____

2. Why did you choose to interview this person?_____

_____

3. What information did you get from your interview that you probably would not have gotten any other way?

4. What was the biggest problem you had to overcome in doing your interview? How did you overcome that problem?

5. What do you think are some of the problems researchers and writers have in using the information contained in recorded interviews?

[Continued on back.]

Date of interview:_____
Place of interview:_____
Person being interviewed:_____

> You will need that information to properly document your project.

9. Stay away from questions that can be answered "yes," or "no." Get your informant to explain things.

INTERVIEW SKILL EXPERIENCE

THINGS TO REMEMBER

1. Although you have until May 1 to complete this experience DO IT QUICKLY! There are good reasons for that:

> The holiday season is here! You will have the time and opportunity.

> You will get it done and have some good grades waiting when the Marking Period 4 arrives along with Spring Break.

2. You DO NOT have to interview a relative of the person/family you have chosen to anchor your research. Although a relative is best, remember you can interview anyone who can tell you:

> about the community at the time your person, their spouse, children, or grandchildren were alive.

> about groups to which your person, or their family, may have belonged such as the Grange, Masons, churches, Good Templers, American Legion, Knights of Columbus, Sons of Italy, etc.

> about schools your person, or their family, may have attended.

> about events in which your person, or their family clearly took part. That would include the World Wars, the Depression, important elections, etc.

> about the type of work, and the time of that work, your person or family did.

> other similar items of interest including housing, leisure activities, etc.

3. Know your equipment and practice with it.

4. THINK about what you want to know when you go for the interview.

5. Have the microphone close enough to both you and the person you are interviewing so that you can hear the recording later.

6. Make an appointment ahead of time.

7. If you need to borrow a tape recorder you need to make a reservation for a specific day.

8. At the start of your interview state the following ON TAPE:

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

INTERLIBRARY LOAN REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. **At which library/media center did you make your loan request?**

2. **How long did it take for you to get what you wanted? How long did it take for the library/media center to let you know that what you wanted was not available?**

3. **What do you think is the "best" part of the interlibrary loan process?**

4. **What do you think is the "worst" part of the interlibrary loan process?**

5. **Why do you think researchers are using interlibrary loan services more and more?**

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

SUBJECT/NAME INDEX REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. Give the complete title of the index you used._____

_____

2. Where did you get to use the index you used?

3. What was the hardest part of using the index you chose?

4. Did you find a citation you could use in this index? Yes__ No__

5. Exactly what made you think you would find useful information in the index you chose?

6. If this index was not useful to you, who would find it useful?

6. **Explain how each of the problems above might be overcome.**

7. **How will you use the information from your interview in your final report?**

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

MICROPUBLICATION REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. **What micropublication did you use?**_____

2. **Where did you get to use this micropublication?**_____

3. **What problems did you have in using this micropublication?**

4. **How were those problems overcome?**

5. **Why do you think researchers use micropublications and libraries have them?**

6. **How did using this micropublication make your research better or more complete?**

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

GRAPH REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. **What kind of graph did you choose to make?**_____

2. **Why did you choose to make this type of graph?**

3. **What point will this graph help you make?**

4. **How will including this graph help you make the point more clearly or concisely?**

5. **What was the most difficult part of making this graph?**

6. **How did you overcome the difficulty?**

7. **Why do you believe researchers and writers use graphs?**

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

DATABASE RETRIEVAL REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. **Which database did you use?**_____

2. **For what were you searching in this database?**

3. **How did you get access to this database?**

4. **What was the biggest problem you had in using this database?**

5. **How was that problem overcome?**

6. **Why do you think researchers and librarians like to make, have, and use databases?**

[Continued on back.]

7. What did you learn from this database? If you learned nothing, what made you think you would find it useful?

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

PRIMARY SOURCE REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. **Define the term primary source.**

2. **What primary source did you choose to use?**

3. **Why is that source a primary source?**

4. **What information does this primary source provide that other sources would not be likely to provide?**

5. **How will you use this primary source in your final report?**

6. **What was the biggest problem you had using this primary source?**

7. **How was that problem overcome?**

NAME_____ PERIOD_____

SOCIAL STUDIES/HISTORY
RESEARCH SKILLS EXPERIENCES

SOCIAL STUDIES 8: DR. PIERCE

MAP REPORT

To receive credit you must answer all of the following questions completely. This sheet is not evaluated separately. Only completely answered reports will contribute to your overall evaluation for the "research skills test grade."

1. **How will you use your map in your final report?**

2. **Why will you use a map for that purpose?**

3. **Where did you get the information for the map you constructed?**

4. **What was your biggest problem in constructing your map?**

5. **How was your biggest problem overcome?**

6. **Why do you think researchers and writers use maps in their work?**

LOGIC AND REASONING
EXERCISE #1

For this first session you will need to come up with three specific ways in which anything you studied in Chapters 17-19[1] probably affected your person and/or their family directly. The questions below refer to "events." However you may show that your person/family was affected by cultural factors, ways of doing things, etc.

Before you begin, think about the person to whom you are anchoring your research.

Person:_____

Birth date:_____

Death date:_____

Sex:_____

Do you know the spouse?

Do you know the children?

What else do you already know about your person?

What hard evidence do you have for what you say?

A. The first way my person/family was affected by events in Chapters 17-19 was:

_____
_____
_____
_____

I believe that to be true because:

_____
_____
_____
_____
_____
_____

[1]Although this refers to specific chapters in a specific textbook, any other similar reference could be substituted.

NAME_____ PER____

GRADE

LOGIC AND REASONING EXERCISE #1

GRADING CRITERIA (RUBRICS)

THIS IS A TEST GRADE

_____ 3 pts. Three specific ways were shown in which the chosen person/family was probably affected by events in Chapters 17-19. Each way was supported by clear logic or real facts on hand which are cited. (0.5 points will be deducted for any missing reasons, vague or missing logical explanations.

Complete sentences are not necessary since this exercise will comprise "notes" for your final exam report. You can use any outline format, or submit any graphic organizer, so long as it is clear and gives all the facts and logical explanations.

_____ 0.5 pt. The exercise was completed and submitted by the due date specified _____.

_____ 0.5 pt. The exercise was submitted as neat work on clean paper. It is NOT necessary to wordprocess this exercise but it should be free of "artwork," stray marks, missing pieces, smudges, stains, etc.

B. The second way my person/family was affected by events in Chapters 17-19 was:

I believe that to be true because:

C. The third way my person/family was affected by events in Chapters 17-19 was:

I believe that to be true because:

B. The second way my person/family was probably affected by events in Chapters 20-21 was:

I believe that to be true because:

C. The third way my person/family was probably affected by events in Chapters 20-21 was:

I believe that to be true because:

LOGIC AND REASONING
EXERCISE #2

For this second session you will need to come up with three specific ways in which anything you studied in Chapters 20-21 probably affected your person and/or their family directly. The questions below refer to "events." However you may show that your person/family was affected by cultural factors, ways of doing things, etc.

Before you begin, think about the person to whom you are anchoring your research.

Person:_____

Birth date:_____

Death date:_____

Sex:_____

Do you know the spouse?

Do you know the children?

What else do you already know about your person?

What hard evidence do you have for what you say?

A. The first way my person/family was probably affected by events in Chapters 20-21 was:

_____
_____
_____
_____

I believe that to be true because:

_____
_____
_____
_____
_____
_____
_____
_____

NAME_____ PER____

GRADE

LOGIC AND REASONING EXERCISE #2

GRADING CRITERIA (RUBRICS)

THIS IS A TEST GRADE

_____ 3 pts. Three specific ways were shown in which the chosen person/family was probably affected by events in Chapters 20-21. Each way was supported by clear logic or real facts on hand which are cited. (0.5 points will be deducted for any missing reasons, vague or missing logical explanations.

Complete sentences are not necessary since this exercise will comprise "notes" for your final exam report. You can use any outline format, or submit any graphic organizer, so long as it is clear and gives all the facts and logical explanations.

_____ 0.5 pt. The exercise was completed and submitted by the due date specified _____.

_____ 0.5 pt. The exercise was submitted as neat work on clean paper. It is NOT necessary to wordprocess this exercise but it should be free of "artwork," stray marks, missing pieces, smudges, stains, etc.

NAME_____DATE_____PERIOD___

FINAL EXAMINATION: SOCIAL STUDIES 8 (ALTERNATE)

Dr. Pierce

[Essay component=total value 2 points.]

THIS ESSAY MUST BE RETURNED BY JUNE 6

WRITE AS COMPLETE AN ESSAY AS YOU CAN. REMEMBER YOU MUST WRITE ENOUGH TO JUSTIFY 2 POINTS (HALF THE TOTAL FINAL EXAM GRADE)!!!

DIRECTIONS:

1. Take your textbook home and show chapters #30, 31, and 32 to a person OVER THE AGE OF 21.

2. Interview that person asking them which three (3) of the events in these three chapters are the most memorable events of their younger years.

3. Take notes on your interview.

4. Use the notes to write a good essay which does the following:

    a. Identifies the three (3) events.

    b. Explains why the person you interviewed thinks they are the most memorable events of their childhood.

    c. Explains how you feel about the events they selected.

    The essay should explain each of the above points in a separate, logical, well-written paragraph for each event.

5. This essay must be completed and handed in for grading by June 6.

NAME_____ PER____

GRADE

FINAL EXAM ESSAY (ALTERNATE)

GRADING CRITERIA (RUBRICS)

[NOTE: The highest possible grade on this exercise is a "2."]

_____ **[0.125 pt.] Submitted essay is neat. There are no major smudges, no cross-outs or white-outs, the paper is not torn in any way, there are no marks on the paper unrelated to the essay.**

_____ **[0.125 pt.] The essay contains no more than three errors in spelling, grammar, source citation[1], or word processing. Word processing errors include margins of less than one inch (left), or more than two inches (right), or incorrect spacing on the paper (to include inappropriate top and bottom margins). Word processing is required for credit here.**

_____ **[0.125 pt.] The essay was submitted by the end of the day on the due date.**

_____ **[0.125 pt.] The essay is at least two pages in length. A page is defined as standard 8.0 x 10.0 or 8.5 x 11.0 notebook or computer printer paper.**

_____ **[1.5 pt.] The essay contains explanations of three distinct events as required in the directions. The essay includes your personal opinion on the significance of those events as required in the directions.**

[1]Sources must be cited in accordance with the Victor Central School approved format used in Language Arts classes.

NAME_____DATE_____PERIOD_____

FINAL EXAMINATION:
SOCIAL STUDIES 8
DR. PIERCE

PART I [RESEARCH PROJECT]

BASED UPON THE USE OF
THE AMERICAN NATION[1], CHAPTERS #17-28

Most of what you have read in your textbook this year can be seen reflected in the lives of local people, or your own family. What you have studied has shaped people's lives (or failed to) in ways which made your world what it is. All you have to do to see the truth of that statement is to lay out the information you gathered in your family history portfolio this year and put the story of one family together. That is your task for the first half of your Final Examination this year.

Your finished product should:

1. Be wordprocessed, free of spelling and grammar errors, and documented in accordance with the VCS *Works Cited Format*.[2] Documentation can be done with footnotes or endnotes. A list of references should appear at the end of the final product report.

2. Use the facts, ideas, logic, and other materials you developed for your portfolio. This includes photographs, maps, etc.

3. Identify 8 specific ways your chosen family was directly affected, or probably affected, by the events and ideas mentioned in your textbook.

4. Show clearly and unmistakably that you got some of your information by using each of the 8 research skills you experienced this year[3]. This should be done in a separate section where you describe what you got, and where you got it by using each of the 8 skill experiences.

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[1]Davidson, James West and John E. Batchelor. *The American Nation*. 2 ed rev. Englewood Cliffs, NJ: Prentice-Hall, 1990.

[2]The Works Cited Format is the school district approved style sheet. At the Junior High level it is a two-page abbreviation of the style guide used in the High School. It was developed by the Language Arts Department for use district wide.

[3]The 8 research skill experiences were: oral history interviewing; map construction; graph construction from numerical data; use of Interlibrary Loan; use of primary sources; use of electronic databases; use of subject/name indexes; and use of micropublications.

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5. **Be submitted no later than the end of the regular school day, June 2.**

6. **Be organized as follows:**

    a. **Introduction**

    b. **Main discussion of 8 ways your family was affected by textbook events and ideas.**

    c. **Skills explanation where you describe how you used each of the 8 skills to get information for this final product and what you got.**

    d. **Conclusion**

    e. **Endnotes if footnotes are not used.**

    f. **List of references**

NAME_____ PER____

GRADE

FINAL EXAMINATION
PART I [RESEARCH PROJECT]

GRADING CRITERIA (RUBRICS)

_____ **[0.25 pt.] The essay contains no more than three errors in spelling, grammar, source citation[4], or wordprocessing. Word processing is required for credit here. The paper is neat and contains no smudges, creases, stains, or art work unrelated to the subject of the paper. Wordprocessing errors include, but are not limited to, incorrect margins and failure to double space. The final project essay is organized according to instructions.**

_____ **[0.25 pt.] The complete final project essay was submitted by the end of the regular school day, June 2.**

_____ **[2.00 pts.] The final project essay clearly states how the subject family was affected, or was probably affected, by 8 events or ideas mentioned in the textbook. Evidence in support of each link to the textbook must be documented. [0.25 pts for each event/idea.]**

_____ **[0.50 pts.] There is documentation for each of the 8 events or ideas linking the family to the textbook. [0.625 pts. for each event/idea documentation.] Documentation must be in accordance with the *Works Cited Format* developed for Victor Central School by the Language Arts Department.**

_____ **[1.00 pt.] A "Skills Explanation Section" clearly indicates how each of the 8 research skills experiences was used to get information for this project. [0.125 pts. each skill explanation.]**

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[4]Sources must be cited in accordance with the Victor Central School approved format used in Language Arts classes.